# M.Ed. Special Education ‐ Deafblind Specialization

**Trademark Outcome:** The Deafblind Master’s candidate will, upon completion of the program, be able to conduct an assistive technology evaluation with and provide intervention to a student with deafblindness using collaborative consultation.

## Degree areas:

***Master of Education in Special Education -- Teacher of Students with Deafblindness program***. This 36-hour program prepares students to serve as teachers of students who are Deafblind in educational settings at the elementary and secondary levels.

***Non-Degree Graduate Certificate in Teacher of Students with Deafblindness Program***. This 15-hour hybrid program allows persons with a bachelor’s complete academic coursework and earn a university graduate certificate as a teacher of the Deafblind in Texas. \* \*Students must apply and be admitted to the program prior to seeking the certificate..

## Standards

The Deafblind Program is guided by the Council for Exceptional Children (CEC) Initial and Advanced Deafblindness Knowledge and Skills.

Aligned with CEC standards for students who are deaf and blind, the Deafblindness certificate program emphasizes communication, evaluation, teaching strategies, and current issues and trends for students with deafblindness. The certificate can be undertaken during a master’s or post-baccalaureate certification program, or as a stand-alone certificate.

## Scope and Sequence of Specialization Courses:

**Phase 1: Foundation Knowledge in Collaboration Skills and Assistive Technology**

* **EDSP 5383 -** **Anatomy and Functions of the Visual System:** This course is an introduction to the structure and function of the visual system; conditions that affect visual ability; and the functional, environmental, and psychosocial implications of low vision.
* **EDSP 5384 -** **Basic Orientation and Mobility Skills:** Exploration of space in the home and school environment and the wider community according to individual needs; appreciation and understanding of professional mobility instruction programs.
* **EDSP 5380 -** **Programs and Services for Students with Visual Impairments:** This course is an introduction to educational programs and services for students with visual impairments, including history, developmental characteristics, psychosocial aspects, and legislation.
* **EDSP 5382 -** Braille Code for Teaching Individuals: Knowledge and skills in reading and writing the Unified English Braille code, Nemeth mathematics code, and formatting. The purpose of this course is to provide competency in the reading and writing of contracted literary braille. Students will also learn the proper use of the slate and stylus for writing braille. They will be provided basic knowledge of braille formatting rules and the Nemeth Code of Braille Mathematics. All of these skills are essential for teachers of students with visual impairments.
* **EDSP 5395 -** **Anatomy and Functions of the Auditory System for Students with Deafblindness:** This course provides recent research practices and problem areas in special education, and aural habilitative procedures: communication, visual communication, and use of residual hearing. The purpose is to provide individuals the knowledge, skills and basis for making decisions in respect to teaching students who are deafblind.
* **EDSP 5307 -** **Collaborative Problem Solving in Special Education:** Prepares students to identify and address current problems and future trends in special education using collaborative skills and strategies.

**Phase 2: Plan and Implement a Collaborative Assistive Technology Evaluation in a Hypothetical Situation**

* **EDSP 5394 - Communication for Individuals with Deafblindness:** This course covers evaluation and instruction of communication methods for individuals with Deafblindness. The purpose is to provide basic foundational knowledge in evaluation and instruction of various communication methods used with individuals with Deafblindness.
* **EDSP 5389 - Strategies for Students with Multiple Disabilities and Visual Impairments or Deafblindness:** This course prepares students to *apply the foundational skills and knowledge to work with a student who has multiple disabilities in addition to vision and/or hearing (sensory) impairments*. Therefore, this course prepares professionals to be able to work with students with multiple impairments through application of appropriate evaluation and instructional strategies.

**Phase 3: Conduct a Collaborative Assistive Technology Evaluation and Intervention in a Real‐World Setting and Monitor Student Outcomes**

* **EDSP 5093:** **Internship**
* **Master’s Comprehensive Collaborative Project**

**Program of Studies for Deafblindness Master’s Degree**

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| **Course Type in Program** | **Course Prefix & Number** | **Course Title** |
| **Core Courses**  3 semester hours | EPSY 5379 | Introduction to Educational Research |
| **EPSY Elective Core**  Pick one (1) of the following:  3 semester hours | EPSY 5310 | Philosophy of Education |
| EPSY 5314 | History of Education |
| EPSY 5323 | Cultural Foundations of Education |
| EPSY 5331 | Human Development in Education |
| EPSY 5332 | Educational Psychology |
| **Special Education Core**  3 semester hours | EDSP 5307 | Collaborative Problem Solving in Special Education |
| **Specialization Courses**  24 semester hours | EDSP 5388 | Programs and Services for Individuals with Deafblindness |
| EDSP 5383 | Anatomy and Functions of the Visual System |
| EDSP 5384 | Basic Orientation and Mobility Skills |
| EDSP 5389 | Strategies for Students with Multiple Disabilities and Visual Impairments or Deafblindness |
| EDSP 5394 | Communication for Individuals with Deafblindness |
| EDSP 5395 | Anatomy and Functions of the Auditory System for Students with Deafblindness |
| EDSP 5093 | Internship in Special Education (6 hrs.) |
| **Graduate Elective**  3 semester hours | (Choose a graduate level class of interest) | |
| Total of 36 semester hours\*\* | This degree plan leads to a M.Ed. in Special Education with a concentration in Deafblindness and also includes a TTU Graduate Certificate in Deafblindness; it does not lead to a specific TEA certification. | |

\*\* Adjustments to course requirements can be made with advisor approval on an individual basis.

Students can transfer in up to 6 credit hours at the graduate level for the Master’s program.

**Important:** You must file an Intent to Graduate with the Graduate School and an application to take the Master’s Comprehensive Exam with the College of Education early in your last semester. You will receive an email notice from the COE Graduate School Coordinator containing instructions pertaining to graduation requirements prior to your final semester.

## Admission Requirements

Students applying to any Special Education Graduate programs must complete their application online through the Graduate School’s admission site: <https://www.depts.ttu.edu/gradschool/admissions/howtoapply.php>

There is a $75 application fee to apply to the University, and it can be completed online. (Additional applications to add programs are $25 each). You do not need GRE scores to apply for a certification program or for a Master's Degree in Special Education. You will need to have all of your other official college transcripts sent to the Graduate School Admissions office ([transcripts.gradschool@ttu.edu](mailto:transcripts.gradschool@ttu.edu)**).**

When applying for certification instead of masters, on the application to apply: Select **Teaching Certificate in College of Education** for the first question, **“Select your major”**. *(Even if you already have your teacher's certification).* Then on question #3 when you are asked “major area of interest” you can write in Deafblindness.

**Contact Dr. L.J. Gould (lj.gould@ttu.edu or 806-834-4224) for admissions information regarding Special Education programs.**

## Registration & Academic Standards

## Academic Quality

Students must maintain a level of academic integrity and progress in line with Texas Tech and the College of Education’s standards of excellence. Students whose GPA is below 2.5 for 3 consecutive semesters will be placed under Academic probation, after 4 semesters the student will be placed under a suspension and dropped from the program. A new, complete application to the University with essay and references must be submitted for readmission after suspension period is over. Readmission to the program is conditional and up to the discretion of the program’s respective coordinator.

## Academic Integrity

Students who break academic integrity by cheating or plagiarism are liable to be dropped or suspended from the program at the discretion of the instructor of record and respective program coordinator. Repeat offenses are eligible for permanent suspension from the program with no readmission allowed. Please the review the TTU handbook on Academic Integrity for standards and definitions: <https://www.depts.ttu.edu/tlpdc/Resources/NewFacultyResources/Student_Handbook_Academic_Integrity_Procedures.pdf>

**Specialization**

[TTU Graduate Certificate in Deafblindness](https://www.depts.ttu.edu/elearning/programs/certificate/deafblind/)

[TTU Master’s Degree in Deafblindness](https://www.depts.ttu.edu/education/graduate/special-education/special_education_dual_sensory_impairments.php)

**Additional Information:**

[CEC Code of Ethics](https://exceptionalchildren.org/sites/default/files/2020-07/Code%20of%20Ethics.pdf)

[Graduate School Website](https://www.depts.ttu.edu/gradschool/)

[College of Education Website](https://www.depts.ttu.edu/education/)

[Sowell Center Website](https://www.depts.ttu.edu/education/outreach-and-research/sowell/)

# Graduate Faculty

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| Nora Griffin-Shirley, Ph.D.  [n.griffin-shirley@ttu.edu](mailto:n.griffin-shirley@ttu.edu)  806-834-0225 | Orientation and Mobility Program Coordinator, Professor |